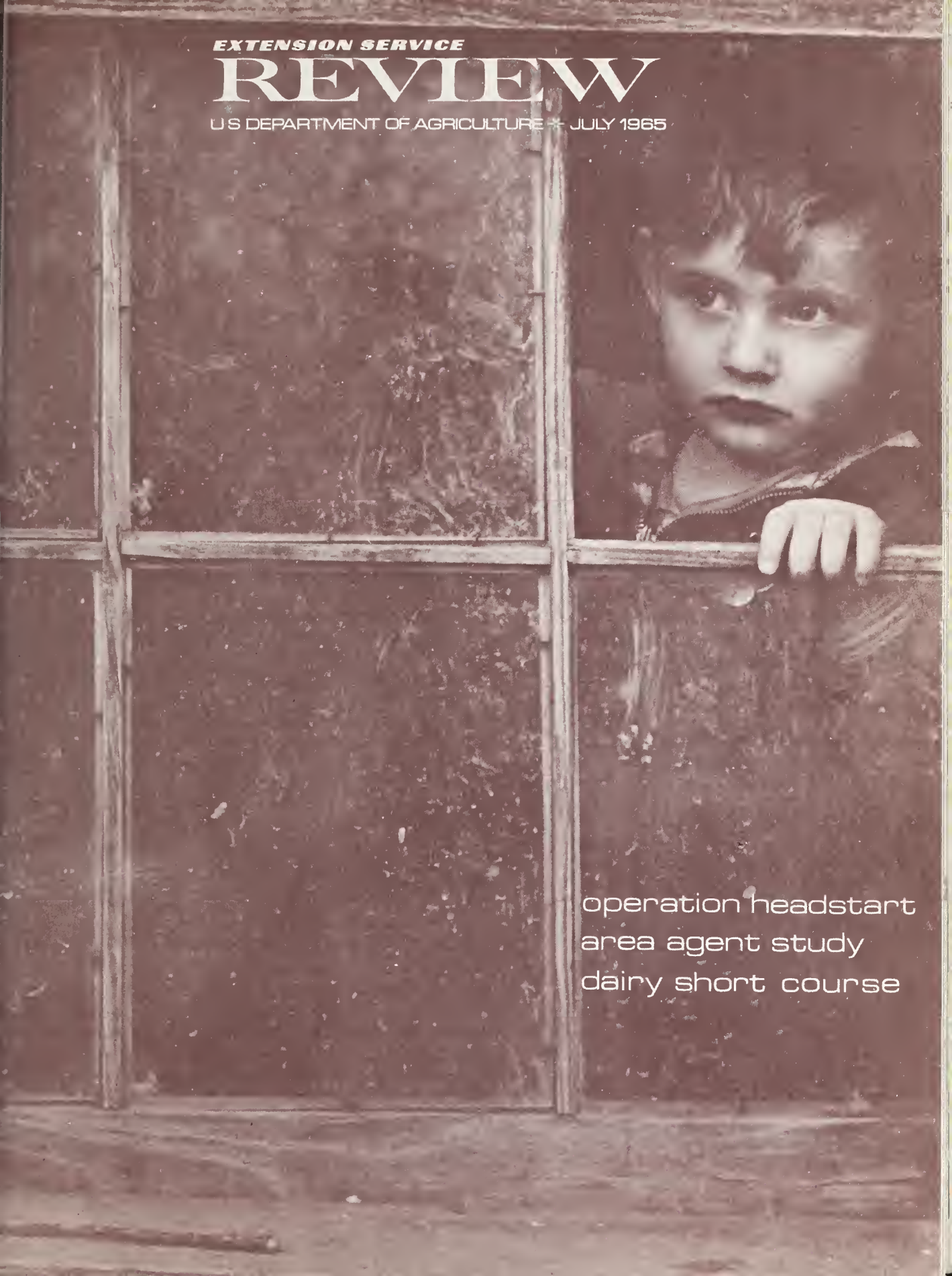
EXTENSION SERVICE

REVIEW

U S DEPARTMENT OF AGRICULTURE + JULY 1965



operation headstart
area agent study
dairy short course

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficently, and to make the home and community a better place to live.

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EXTENSION SERVICE
REVIEW

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EDITORIAL

SAFE AND ALIVE IN '65—thousands of rural communities throughout the land will observe the week beginning July 25, as National Farm Safety Week.

As you well know, Farm Safety Week is not limited to farm people. It encompasses all of rural America. The reduction of accidents is both an individual and a cooperative endeavor.

Today, possibly more than ever before, there is a heightened awareness of the heavy toll of accidents. This is being matched by the increasing vigor of safety programs. But much more surely needs to be done. There is no dodging the fact that accidents strike down forever thousands of farm and other rural residents each year. Hundreds of thousands more suffer disabling injuries.

National Farm Safety Week is an important part of the continuing effort to reduce accidents. It gives added thrust to both individual and group safety work in the year ahead.—WAL

What About Area Agents?

Findings of a 13-State exploratory study indicate that the area agent approach is generally being well-received by farmers and other clientele.

by BUEL F. LANPHER,
Farm Management Economist
Division of Agricultural Science, Technology, and Management, FES

A rapidly-developing trend toward multicounty area Extension agent staffing has been underway in various parts of the country in recent years. A number of States now have area agents; others are giving serious consideration to this type of staffing.

Area agents working across county lines are being used in major program areas—agriculture, resource development, youth, home economics, and marketing. But as of now, only a small percentage of all Extension work for the Nation as a whole is being carried out by area agents.

Multicounty area agents work directly with clientele in much the same manner as county agents have done. In contrast to State and area specialists they have little or no responsibility for supporting the programs of county or other Extension personnel. Also, they have little responsibility for training other agents.

The area agent has a different role and function than does the area specialist who tends to perform much like a State specialist but in a smaller geographic area. For example, an area dairy specialist may be assigned to a multicounty area but would tend to work in any one county when requested. But an area agent serving dairy farmers would generally be free to work on his program, as he felt desirable, throughout his multicounty area in a relatively independent manner.

There has been significant growth in the use of area specialists in the last decade or so. However, staffing with area agents has spurted only within the last 2 or 3 years. Thus, the most fundamental question which is being drawn into focus is whether some of all Extension programs might be conducted by area agents in lieu of the traditional county agent approach.

Many questions are naturally arising about area agent work. How well are these area agents and their programs working out? What can be interpreted from the results of their program for the future direction of the Cooperative Extension Service? What kind of organizational structure is, or should be, used for administering area agent programs? What kind of training is needed by area agents? Are there differences as to which clientele

are served and in the way they are served? What happens to county and local financing with area agent programs?

The Federal Extension Service, in October 1964, initiated a study to try to answer some of the questions mentioned above. Information was obtained from 13 States where area agents are being used—California Colorado, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Missouri, Nebraska, New Jersey, North Carolina, Pennsylvania, and Washington. A key factor in selecting these States was that an area agent program had been in operation long enough to make evaluation reasonably feasible.

Teams of two FES staff members went to each of these States and interviewed Extension personnel at all levels including the director's office, specialists, area agents, and county personnel. An open-ended interview technique was used. From the 13 State cases much information was gathered about the possibilities of area agent programs and their implications for the future.

The prime objective of multicounty programs in the States studied was to provide more specialized assistance to clientele and to make the most effective use of available resources. To accomplish this, some of the specific Extension goals included:

1. Making more efficient use of current resources by focusing attention to areas of most urgent need.

2. Providing greater competency to deal with the interrelated factors affecting total enterprises of the various commodity groups served.

3. Service clientele groups not now being serviced.

4. Intensifying work with clientele through carrying out applied research and bringing about an effective application of basic research.

5. Acquiring and retaining competent specialized staff by providing a satisfying area of work which utilizes special training.

6. Providing incentives for advanced training. This includes graduated levels of titles and salary commensurate with training and status associated with a closer relationship to departments at the university.

7. Making it possible for State specialists to devote more time to training field personnel, keeping informed on research developments, and providing subject matter and program support.

Although wide variations existed, the study identified four general patterns for organizing area agent staffing for administrative and subject-matter responsibilities.

Category 1. Administrative responsibility to *district* supervisors with subject-matter leadership and assistance provided by State specialists or program leaders.

Category 2. Administrative responsibility to *county* staff chairmen or directors with subject-matter leadership and assistance provided by State specialists or program leaders.

Category 3. Administrative responsibility to *area* staff chairmen or directors with subject-matter leadership and assistance provided by State specialists or program leaders.

Category 4. Administrative responsibility to and subject-matter leadership provided by *State* specialists or program leaders.

The organizational patterns of categories 3 and 4 represent a further move away from the traditional county pattern than do categories 1 and 2. The role of county lines and county programming was minimized in categories 3 and 4, while county structures were retained most clearly and strongly under categories 1 and 2.

Area agents were found to function more like area specialists under category 1 than was the case under the other categories.

Category 3, which utilized an area administrator, was one of the most frequently observed organizational patterns. There was a high degree of acceptance and satisfaction with this type of organization.

Important factors used in delineating geographic areas for multicounty programs were: (a) The "natural" or socioeconomic areas and main contact points of people; (b) the number of clientele to be served in the area; (c) the nature of the subject matter (e.g. dairy, plant pathology) of the major Extension program areas involved, such as agriculture, home economics, and youth; and (d) the size of the geographic area as it affects travel distance.

Reasonable workloads were the primary basis for making geographic assignments to individual area agents. Specialized area agents were found to be assigned to only part of a county, to a single county, or to a multicounty area.

Generally, costs did not increase significantly by the establishment of multicounty area agent operations when area agent positions were filled by transferring existing county employees. In this case, increased costs were financed from State or Federal funds but counties generally did not diminsh their share of total costs. In situations where the area agents were superimposed over the existing county staff, the increased costs were almost entirely borne by State and Federal funds. In two States studied, farmers paid fees for intensive educational services.

Even though additional county funds were not generally solicited for the salaries of area agents, most of the counties bore additional support costs such as travel, secretarial assistance, and housing.

Travel costs for agents serving in a multicounty area were about 25 percent greater than the total for agents previously having responsibility for the several single counties. In five States, all additional travel costs of area agents were paid from county funds, but in six States substantially all additional travel costs were being paid from other funds. The increase in county travel may be

partially offset by the reported decrease in travel of State specialists.

Telephone, supplies, printing, and clerical costs to support area agent positions also were larger because of heavier use of direct mail and circular letters and increased preparation of technical materials for workshops and demonstrations. Costs increased for training of area agents where travel was involved, and for additional office and visual equipment.

An informal arrangement of sharing these increased support costs among the counties seemed to be the most prevalent approach. For example, area agents often retained their same offices; the only change being that they now served several counties. In some cases, funds were transferred among counties to offset additional costs resulting from the area agent structure.

Repercussions were expected from counties which feared higher costs but their fears were unwarranted. Several county leaders indicated a willingness to increase appropriations if it would mean a higher-quality program.

Full, sustained involvement and communication with Extension staff appeared to be the more critical factor in gaining acceptance of the area agent approach and in successfully implementing its operation.

Area agent staffing was found to be providing very competent, specialized assistance on specific and complex problems. This was particularly true for agricultural programs directed toward the more progressive and advanced commercial farmers. In other programs, especially marketing, multicounty operations were considered to be resulting in efficient and high-quality Extension work.

The image of Extension, both in the State and on campus, seemed to strengthen as a result of area agent staffing. After programs had been in operation for some time, clientele of agricultural programs were reported as being well satisfied with Extension programs. Clientele of area agent marketing and resource development programs were also considered to be generally satisfied with this approach.

It was reported that when clientele did express concern about area agent operations it centered mainly on the fear of losing their local agent who could be contacted freely and quickly at any time.

Compared to traditional county agent assignments, the area agent tasks were generally more narrow either in terms of clientele or subject-matter responsibilities. In agriculture and marketing area agents' assignments were mostly on a vertical basis—by clientele such as dairy farmers. In other program areas the assignments tended to be more nearly on a horizontal or subject-matter basis such as entomology and nutrition.

Increased teamwork between subject-matter disciplines tended to develop, particularly in agriculture, as the work of area agents became industrywide and problem-centered rather than simply discipline-centered. Thus, for example, the State Extension agronomists, economists, agricultural engineers, and others were increasingly tuned into the programs of the dairy, poultry, and crops area agents according to the problems. There was a decreasing amount of work directly with agents and clientele on independent programs of their own.

Closer relationships with research were found at all levels, especially in the agricultural area agent staffing studied. Area agents were moving into applied research and will probably do so increasingly in the future. In addition to carrying out the usual field trials and demontsrations, there was a definite feeling that doing more applied research was necessary in order to deal adequately with problems of clientele.

State specialist programs appeared to be significantly affected by area agent staffing. They are expected to become "superspecialists" in more basic technology areas in order to give needed support to area agent programs. In general, they tended to become increasingly involved and influential in program development at the field level.

There were several indications that formal planning groups were being used relatively less by area agents. Close touch was maintained with clientele as a guide in program direction and there was some movement toward the development of program planning groups.

Area agents were generally quite satisfied with their working conditions. Direct contact with clientele, identity with specific accomplishments, freedom of program development and operations, professional status, and higher salaries were factors leading to higher morale. However, there may be some morale impacts on the staff involved in other program areas and staff in other counties not involved in the multicounty area agent operation.

Organization of Extension programs at the field level on other than a county basis seemed to be a definite future possibility in the minds of practically all Extension workers interviewed. However, they expect the transition from present situations to go in many directions and to continue over a considerable time period.

Many factors in the study point to the desirability of making a complete inventory of the needs and resources of an area where area agent operations may be considered. The area situation could be analyzed in terms of overall goals and policy of the Extension Service in a particular State. In most of the States studied, some degree of overall evaluation and restructuring is underway and the area agent staffing was but a step in, or portion of, a more comprehensive reshaping of all the Extension services and off-campus education of the given university.

The exploratory findings of this study indicate that area staffing offers good possibilities for increasing the effectiveness of several phases of Extension work. The findings also strongly suggest that further detailed study and evaluation may be warranted. □

Extension Specialists Train Veterinarians

by DWIGHT M. BANNISTER, *Assistant Extension Editor, Iowa*

PRACTICING veterinarians in Iowa contact more livestock producers than any other men in their counties. This fact launched a series of three symposiums last fall; and brought leading veterinarians and Iowa State University Extension specialists together in richly rewarding interchanges in livestock nutrition.

The immediate need is for impartial information for veterinarians dealing with livestock feeding under modern, rapidly-developing feed methods. This matches the need for Extension to find skilled practitioners who can carry complex feed programs essential for livestock health and efficiency.

The Iowa Veterinary Medical Association and the University helped the Cooperative Extension Service set up the symposiums at Cedar Rapids in eastern Iowa, at Mason City in the central part of the State, and at Storm Lake on the west.

Extension animal and dairy specialists conducted the symposiums where they gave a general study in depth on current livestock nutrition. Participants were given a brochure containing references on points brought up at the meetings.

About 150 veterinarians took part. Nearly 100 practicing veterinarians attending this course could very possibly contact, within a year, 30,000 people. The average veterinarian in Iowa has 250 to 400 clients.

Because of his training in professional consultation, the practicing veterinarian is in a key position to guide and direct the programs of many of these thousands of producers. Trends in the livestock nutrition field make it necessary that producers need to incorporate the major facets of livestock production. These facets are management, nutrition, housing, breeding, and health.

No facet can work singularly. They must be interwoven in order to establish an efficient livestock production unit. The idea that "feeding" can stand alone as a nutritional "program" is of little value when taken alone. As a University-applied overall program for livestock there is unlimited opportunity to enlarge the possibilities for meat and milk-producing animals. This kind of inservice educational training gives the Extension specialist an opportunity to train professionals who regularly contact the livestock producers.

An outstanding advantage of this kind of education—held in common by livestock production specialists and the veterinarians—is the unbiased information these professional men can share in helping each other to serve their basic client: the livestock producer.

This unbiased information on nutrition from the Extension specialist can be used by veterinarians in their daily practice. The fact that information is unbiased makes this type of education more effective than any other educational work that has been conducted for both the veterinarian and Extension specialist.

One practicing veterinarian, at the close of the symposium in his area, declared: "This is the first time since I was graduated from college that I have been presented a lecture on basic nutrition without a product involved."

The concept of this phase of continuing education was developed and organized by Dr. John B. Herrick, Extension Veterinarian, Iowa State University. □

These veterinarians joined in the symposium on livestock nutrition held at Cedar Rapids. Plans are being made for further courses of this nature.

Operation Head Start

(Continued from page 9)

. . . Cooperation with other interested agencies can pave the way for other cooperative efforts to help families of limited income improve their living.

. . . Mothers' interest in their children can motivate them to accept help to improve nutrition and home environment.

. . . Older brothers and sisters of preschoolers may be encouraged to participate in Extension youth programs.

. . . Educational programs for disadvantaged families may grow out of these small beginnings.

You are to be congratulated on the aggressive way you have moved into the many challenges posed by the race against poverty. May Project Head Start truly be your "head start." □

Reach More Audiences with a Slide-Tape Telelecture

by EINAR R. RYDEN, *State Leader in Extension Education, Indiana*

CAN a demonstration be conducted by remote control? Can optimum audience involvement be accomplished by a remote demonstration? Can a two-way system be employed?

The answers to the above questions are definitely *yes*. The telephone can be used, speakers can be placed in the reception room, the audience can ask questions, and the speaker can either lecture or answer questions. The telelecture brings the speaker to the audience by means of a telephone call. His voice is amplified over loud speakers and facilities can be made available so that the audience can talk directly to him just as one does over a telephone.

A remote demonstration of the slide-tape technique via telelecture was given to members of the Indiana Cooperative Extension Service staff at Purdue University last February. Dr. Lynn Robertson, Jr., Extension Soil Specialist at Michigan State University, was the speaker. In advance he had sent a tape consisting of about 150 feet, about 20 slides, and a script to go with the slides.

The audience was prepared for the demonstration and the slides, coordinated with the tape, were shown immediately preceding the telephone connection with Dr. Robertson. On telelecture the speaker answered a few preliminary questions from the audience. Then he went into a discussion of his method of using slides and tapes. Coordinated with his telelecture was a set of slides which came on at appropriate intervals according to his signals.

This presentation essentially involved two demonstrations in one—namely the telelecture and the slide-tape technique. The slide-tape method can, of course, be used independently and is so used by some specialist. The telelecture is added if there is a special advantage to talk directly to the author of the slide-tape or if an opportunity needs to be provided to ask him questions.

Dr. Robertson reported that sometimes he may be giving as many as seven or more lectures on the same evening in various parts of the State while he himself can be occupied at home according to his choice. This he says is a tremendous saving in time and the expenses of travel. Also, it gives him much more time to prepare additional future teaching materials. He feels that there is more gain than loss in this method.

If it appears appropriate and wise to appear in person before a particular audience, he may, of course, do so. The techniques of telelecture and the use of slides and tapes must be looked upon as any other teaching technique or device. You use a technique or device when it is appropriate or feasible to do so.

What happens in this kind of a teaching-learning situation? At both the sender and receiver end there are three crucial stages: preparation, presentation, and evaluation. The speaker obviously had fully prepared for his presentation since he was able to send to the agent in advance a set of slides, a completed tape, and a script. At the receiving end, the agent had opportunity to prepare for the presentation since he had previewed the slides and had become familiar with the script.

During the presentation there is opportunity for a great deal of involvement on the part of the audience, since the telelecture can be conducted in such a manner that there will be ample time for questions and answers. Both the sender and the receiver will then, upon completion of the presentation, evaluate the effectiveness of the teaching. The agent can obtain immediate evaluation by additional questions and answers and by written questions and responses. With his script Dr. Robertson includes evaluation questions which are completed by the audience and returned to him so that he can have an ongoing evaluation of his presentations.

Multiple audiences are possible with the slide-tape method and also with the telelecute. Duplicate sets of the slides and the tapes can be prepared and sent through the mail. The telelecture can be presented in several places at the same time, if this appears feasible. One could have several audiences in different locations and of course in different cities or parts of the State, or in different States—even in different countries!

Are these techniques feasible and effective. We in the Indiana Cooperative Extension Service think so. There have been several uses of telelecture and the slide-tape method during the past few years and their use continues to increase. We have added the telelecture and slide-tape techniques to a long list of ways and means to make teaching more effective and to reach more and more audiences. □

"You can have a head start!" is often part of a child's challenge to a race to the dinner table, the swimming pool, the playground. The offer is usually made when the challenger is older, bigger, stronger, or when he fancies that he is "better." It infers that the challenged is unable to compete on equal terms.

How many children in your county will enter school this fall unable to compete on equal terms in the race toward an education? None? What about that community out in the northeast corner of the county, are there children there? How do they fare in school? And didn't your friend, who teaches first grade, mention something about the children from those families across the tracks having difficulty in school? What was it that school superintendent said about the dropout situation in your county? How many were because of a poor beginning? Do they need to be given a "head start?"

Thousands of first graders will enter school this fall with a head start because of a project under the Economic Opportunity Act. Designed to help the culturally deprived children from poor families, illiterate, or otherwise disadvantaged parents—professinal workers and volunteers will combine their efforts in an 8-week crash program to give these children a running start to help them compete on more equal terms with more advantaged children.

When you receive this, Head Start Child Development Centers in several thousand communities will be in operation giving assistance to nearly 550,000 children. We know from reports that many State and county Extension workers have helped make these centers possible.

Soon after the project was launched, the Extension Service agreed that county Extension workers could serve as catalysts to help get applications filed, particularly from the 300 counties with the lowest per capita income.

It was an exciting opportunity for Extension to show that it does have an open channel to people, that it can assume a leadship role to get community action, and that it can act rapidly. The April 15 deadline for filing applications for Project Head Start demanded speed.

Combined efforts of interested citizens, school superintendents, judges, welfare and public health workers, doctors, educators, ministers, Cooperative Extension agents, and Office of Economic Opportunity representatives resulted in applications from a substantial number of the 300 lowest-income counties.

Two Kentucky State staff members and one area resource development specialist in youth devoted most of their time to training agents in their 35 "critical counties." They met with agents and other community leaders, explained Project Head Start, and gave assistance where needed to complete applications.

All 21 States in which the 300 lowest income counties are located made comparable efforts to those in Kentucky.

The filing and approval for 1965 Head Start applications constitutes almost a pilot effort in terms of meeting the present and future needs of disadvantaged preschool children. No one presumes that the children enrolled this summer will enter school in September "even" with the more advantaged children. Followup with these children, parent education, health and welfare services and continuation of preschool training for children who will enter school in 1966 and later, will all be necessary to assure maximum return for the limited effort of 1965.

Many Extension county home economists have been, and will continue to be, a resource in planning and carrying out Head Start Child Development Centers' feeding programs. Working with home economics teachers, hospital dietitians, public health nutritionists, school lunch personnel and others, food needs of the young child must be translated into a feeding program designed to provide the maximum of nutritious food. This must be done within the time limits of the Head Start program and it must be possible with available facilities for preparation and storage.

will you give n

by HELEN TURNER, *Ass*
Division of Home Economics

Extension home economists can cooperate with Head Start Teachers, school officials, and other home economists in working with the parents of children currently enrolled in preschool classes. Reports indicate that many are already involved but such activities could include:

a head start?

Director

s

1. Teaching mothers to provide nutritious meals for the family. Such activity should be correlated with the feeding program in the Head Start center. This would help parents provide the one-half to two-thirds of the child's daily food needs not supplied by the center (and what a marvelous way to open the door to some of those families you have wished you could reach).

2. Clothing the child for school. In many communities clothing will be "collected" for these children. Extension home economists can teach mothers how to make the clothing wearable and how to continue to send the child to school clean and adequately clothed. (This may help some of the older children too.)

3. Helping parents understand how they can help the child learn to like school and want to stay.

4. Helping parents learn the importance of play activities to the development of children and what they can do to help.

5. Working with parents to help assure that children come to preschool and later to school from an orderly, clean environment.

6. Working with parents to help them develop a feeling of adequacy.

Kentucky home economics agents received special training in June from State specialists to enable them to make a full contribution to the parent education program there.

Home economics Extension club members and 4-H Club members can, along with other community volunteers, play an important role in helping disadvantaged children cope with school and the world about them. Some things can be done yet this summer. Head Start professional workers and sponsors will know what is needed most. Extension volunteers can:

1. *Help with enrollment by:*

a. Locating children who should be enrolled (this is especially needed in rural areas). Extension homemakers will know who the families are.

b. Personal visits with parents to help them want to enroll their children.

2. *Help at the Head Start Centers:*

a. Many children will need much individual attention—in some centers even a few minutes each day or once or twice a week can be helpful. 4-H Club members could also help children learn to play, conduct story hours, and otherwise be useful.

3. *Help with field trips:*

a. Provide transportation.

b. Serve as guides and helpers.

c. Make arrangements for field trips, thus freeing the teachers' time.

d. In some instances even providing the place for the trip. How about visits to farms? Even many rural nonfarm children may not have seen a dairy, fished from a farm pond, or had a picnic.

4. *Help with parent education:*

a. Personal visits with parents to encourage participation.

b. Providing help with younger children and infants so parents can participate.

c. Teaching mothers skills to help make a better life for the children.

5. *Help provide for centers and participating children:*

a. Some children will need suitable clothing for the summer program and later for entry in school. Collecting and repairing it could be an excellent activity for 4-H Clubs or homemakers' groups.

b. Some centers will need play and other equipment. Volunteers can help parents and Head Start personnel collect and adapt equipment for center use. In many communities makeshift facilities will need to be substited for school properties reverting to traditional school activities.

6. *Help give special attention:*

a. Homemakers or older 4-H club members might "adopt" a child or two needing special attention as regular school begins. Followup or special attention may be important for many children.

Society is literally engaged in a contest to eliminate poverty. It is a race against a creeping malignancy that threatens all of us.

Those engaged in the contest need every possible advantage. The county Extension workers may find that cooperation with others in Operation Head Start will give them that extra boost; for example:

. . . Families needing help become visible as their children are enrolled in preschool.

(Continued on page 6)

experimental program

Summer Project Assistants In Home Economics Pay Educational Dividends

by SARA M. STEELE, *Education Specialist and Assistant State Leader in Home Economics Wisconsin*

FOR THE PAST 2 summers the Wisconsin Extension Service has run an experimental program of Summer Project Assistants in home economics. College seniors—young women who had completed their junior year of a major in home economics—were employed to fill these posts. Four girls were employed in 1963 and six in 1964.

Their main responsibility has been to visit homemakers not presently engaged in Extension activities—mainly young homemakers and those in urban areas. During the visit, the project assistant learned about the homemaker's interests and told her about the Extension Service and its programs.

Over 70 percent of the 534 homemakers visited knew little or nothing about Extension. In many cases the homemaker was indifferent at the beginning of the interview but by the close was saying, "Now that I know about Extension, I'd like to take part." Home economics agents in the counties where the project assistants were stationed have reported that several of the women visited have contacted them for more information and become active in Extension programs.

The most popular item of interest with these homemakers were the samples of Extension bulletins shown by the project assistant. Over 90 percent of them wanted to receive newsletters and information on new bulletins. Half of the women visited were under 25 years of age and 85 percent lived in cities.

Interviewees were selected by random sample from birth records and city directories. During the visit, the project assistant followed a set interview pattern. She asked the homemaker about her knowledge of Extension, topics of interest to her, her sources of information, and the current homemaking practices she followed. The main subjects covered were family business, food purchasing, and laundry practices.

In addition to the interviews with new clientele, two of the project assistants interviewed about 100 4-H Club leaders and homemakers active in Extension programs. They explored their perception of their leadership role and problems they face in carrying out their teaching responsibilities.

The data from both sets of interviews give agents and specialists a better understanding of current homemaking and leadership activities and help them to design and redesign programs.

In addition to contributing to the knowledge of the homemakers they visited and that of the Extension staff, the project assistants learned a great deal themselves. They became further aware of the need for home economics in today's society, their interest and confidence in their ability to teach adults increased, and they became more interested in Extension as a possible career.

Each project assistant worked in at least two counties during the summer. She became a part of the staff and participated in and observed other Extension activities in addition to her own specific work assignment. She conducted two or three depth interviews and wrote feature stories about families who were long-time Extension participants—exploring how they became active and the value they saw in their experiences.

The experience most appreciated and valued by the project assistants was a growth in ease when talking and working with many kinds of homemakers—the kind of women they will be working with professionally in a year or so, regardless of what home economics career they choose. They reported that they developed their ability to carry out a job with a minimum of direction and to organize their own time. Several said they thought they better understood themselves.

Summer programs for college students carried out by the Wisconsin Extension Service have two main purposes: to get a job done and to recruit and screen potential applicants. The project assistantships were designed to offer summer employment to girls interested in Extension but who were not eligible for summer 4-H Club positions because they had little or no 4-H experience.

Preference was given to education majors with a good grade point average, personality, and maturity. They were given a week's special training before starting their assignments. The 10 girls came from three Wisconsin colleges and one other midwestern school.

Five of the 10 girls that have been employed as summer project assistants are still in school. Of the others: 1 married and is teaching high school economics, 1 is employed in the food service department of her alma mater, and 3 have accepted employment as Wisconsin home economics agents. Their summer experiences are helping them adjust more quickly to the adult education aspects of their jobs.

Six project assistants are employed for this summer and we are experimenting with still another kind of job responsibility for them. They are working in one county under the direction of the home economics agent and the district leader. They will be working with pilot programs in which they will take responsibility in contacting, planning, implementing, and evaluating summer program activities for a specific clientele group such as young homemakers, working women, or low-income families. □

Direct Mail and In-Depth Short Courses Keep Oklahoma Dairymen Up To Date

by CLIFFORD BURTON *and* CURTIS RICHARDSON
Extension Dairy Specialists, Oklahoma

Extension workers may need to evaluate their teaching methods as the unprecedented explosion of knowledge forces massive adjustments and changes in all segments of the Nation's economy.

A combination of two teaching methods—direct mail and individual instruction—has effectively upgraded management practices of professional dairy workers and dairymen in Oklahoma. Some teaching methods used were based on findings of a graduate study to determine the effectiveness of direct mail in teaching mastitis control measures to dairymen.

Since 1955, the dairy Extension program in Oklahoma has been planned and executed by individual county Extension dairy committees. Members of the committees included individuals who were interested and influential in all phases of dairying.

The dairy specialist met with each county dairy committee in September and October to help develop an annual educational program.

Prior to the 1961 evaluation of individual county dairy committee planning meetings, a typical county dairy program was an all-day meeting during the winter months, a spring or fall tour, and some kind of June Dairy Month activity.

Meetings were usually scheduled from 10 a.m. to 2 p.m. with two or more Extension specialists discussing topics assigned by the county planning committee. Though the meetings were considered beneficial, they reached only

those persons whose work schedules permitted them to attend—mainly older dairymen. Little time was allotted for the dairymen to discuss the information presented or to ask questions at a future meeting.

Four needs were revealed when county planning meetings were evaluated in 1961: More time for in-depth teaching, development of a program to meet younger dairymen's needs, a means of giving effective instruction to dairymen who didn't attend meetings, and scheduling of meetings at a time when more dairymen could attend.

Many Oklahoma dairymen do a large percentage of their own dairy work. They considered all-day meetings incompatible with their work schedules.

A survey of county dairy committees in the fall of 1962 found that most dairymen felt daytime meetings should be no longer than 2 hours and meetings, if held at night, should be no longer than 1½ hours.

The 1961 evaluation showed that the behavior of dairymen was influenced by county Extension agents, vocational agriculture instructors, fieldmen representing producers associations, handlers, equipment manufacturers and companies, and health sanitarians.

Many individuals employed in such key positions lacked the technical knowledge needed to advise dairymen. In most instances, these men were not working together and were unaware of what others were doing.

Following the evaluations, the Oklahoma State University Extension Dairy Specialists reorganized their educational efforts and developed a 3-year, revolving educational program of short courses.

Oklahoma Extension workers apply recent research and combine communications tools to update dairymen's knowledge

The first year's efforts were devoted to short courses for agents and professional workers. The second year, short courses designed for dairymen were held in the same areas. The third year, a review of two to three lessons was planned for both groups.

The first year a short course was held in the Tulsa Milk Shed in 1963, for all professional personnel—including county Extension agents, vocational education instructors, dairy fieldmen, sanitarians, and feed and equipment suppliers. In the 19-county area, about 100 professional workers participated.

The short course was organized in five 2-hour sessions and held in two locations to accommodate the participants. Topics covered were nutrition, herd management and health, and animal breeding and herd improvement.

Instruction at each session was presented by the best talent available and one subject-matter area was covered in depth at each meeting. The county Extension agent in the meeting location was host for the group. A dairy specialist opened each lesson with a brief summary of the subject matter presented at the previous meeting and answered questions which had arisen since that session.

Visual aids played a large part in the dairy specialists' presentations. A 2-week-old calf stomach and a mounted mature ruminant stomach were used in the discussion on ruminant digestion. Slides, demonstrations, on-farm observations, samples, mock-ups, and transparancies were all used to present subject matter.

As a guide for planning the second phase of the program two pilot short courses were held during the first year in other milk shed areas with dairymen—one in the western part of Oklahoma, served by the North Texas Producers Association and one in the Oklahoma City area.

The pilot courses were held to determine three things; How dairymen would respond to information presented in depth, how well dairymen would attend regularly scheduled meetings, and what changes in behavior would result.

To prepare for the second year's program, planning meetings were held during the spring and summer of 1964 by county Extension agents with county dairy advisory committees and an Extension dairy specialist. Short courses were planned according to the county needs.

As in many States, dairy communities in Oklahoma are located in areas not enclosed by county lines. Meeting places for the 19 county area in northeast Oklahoma were chosen for accessibility and convenience of the greatest number of dairymen. Seven short courses were scheduled in that area. All short courses were scheduled on a weekly basis, over a 5-day span. This allowed for greater economy in instructor time and travel. County Extension agents and other professional workers were responsible for enlisting the attendance of dairymen in a particular area.

The Extension dairy specialists prepared a series of seven letters. They were terse, attractive, and illustrated.

The specialists supplied the agents with enough letters for dairymen in each county and told how to use direct mail to announce and publicize meetings. The county Extension agents sent each dairyman three letters before the first meeting, and a letter each week announcing the following week's lesson. An enrollment card was mailed 2 weeks before the short courses began.

Agents used the letters the specialists had prepared. Some agents also made personal contacts or telephoned the dairymen. One agent, for example, called about 50 dairymen before each meeting.

The local county committee determined the time of day for holding the meetings. The time from 10 a.m. to 12 noon was most popular. In areas where county committees felt too many dairymen were involved in daytime jobs, meetings were held from 7:30 to 9:30 p.m.

In each short course, the local county Extension agent taught the third lesson. This lesson was based on suggestions from the group that attended the first two meetings. Many agents used the lesson time to review and discuss questions raised from the first two sessions. Dairymen seemed to respect the county Extension agent's ability more after participating in the session he had taught.

Dairymen of all ages attended the short courses, but the majority of students were young or beginning dairymen. Some wives also attended. One 70-year-old dairyman expressed the sentiment of many, "If you're going to do better, you have to know more." Over 90 percent of those enrolling attended all five meetings.

Attendance was good and consistent. A 10-inch snow—very unusual in Oklahoma—cancelled the fifth meeting in one of the locations. When the meeting was rescheduled a month later, 85 percent of those enrolled attended.

In the northeast district of Oklahoma total attendance at six short courses was approximately 150 persons per week. The enrollment in that district, counting those who had attended one or more meetings, was about 175.

In the third year phase of the program, dairy specialists plan to follow the short courses of five meetings with two meetings in 1965. These meetings are designed as refresher or bring-up-to-date meetings—the same as is planned for dairymen in the Tulsa Milk Shed Area for 1965. Subjects to be covered will be based on information and experience from the pilot course the previous year.

In a pilot refresher course for dairymen in western Oklahoma in 1964, three meetings were planned. Dairymen at the conclusion of the three meetings requested two additional meetings on topics that had not been covered in detail at any of the previous meetings.

During the winter and spring months, the Extension dairy specialists and county Extension agents visited as many young dairymen as possible. "If we prove to them we're really interested in them, we can depend on their continued interest," one agent commented.

In evaluating the short courses which were completed in the northeast district of Oklahoma, specialists found that a larger percentage of the students were young dairymen and their wives, compared with older dairymen who attended meetings of past years.

The county Extension agents now express confidence in working with modern dairy problems. They feel that educational dairy programs planned for future years will be more effective than ever before.

Professional workers are planning and working together more and more. They have initiated supervision programs of their own. The most encouraging thing is that they are in the main giving the same story to the dairymen.

Both dairymen and professional workers indicated that subjects were covered more thoroughly and in greater depth than ever before. Those participating favored a short course series with each lesson confined to a single subject.

To reinforce knowledge of dairymen—both those who attended a short course and others—the Extension dairy specialists use a rifle approach of communications. They prepare and mail a monthly newsletter—Dairy News—to county Extension agents. The agents mail the Dairy News to 4,200 dairymen and others interested.

Recent issues of the Dairy News included such articles as keeping bulk tanks clean for low bacteria count milk, what about feeding hydroponic forages, individual stalls for dairy cattle in loose-housing systems, and do you know your best feed buys.

Success of the short courses was due largely to area planning which district supervisors arranged with Extension dairy specialists and county Extension workers.

To improve future short courses the Extension dairy specialists suggest the following: Survey the area to find out additional local problems for incorporation in the lessons; arrange presentations in a way that will encourage more discussion; and have instructors search for ways that will heighten the interest in these courses and thereby increase the attendance. □

Extension dairy specialist teaches ruminant digestion.

There is much interest as each member helps make the cake and pour the batter into the pan. For many 9-year-olds, especially boys, knowing that they can successfully break an egg gives them real satisfaction.

4-H Explorers

A pilot orientation project to meet the needs of first year 4-H Club members

by ROBERT A. STODOLA
County 4–H Agent
West Bend, Wisconsin

IN THE 4-H program we have always been concerned about the beginning 4-H member. How can we make him feel a part of the 4-H program? Now, with the age for joining lowered to nine, there is even more need to consider the characteristics and needs of the young beginning 4-H'er.

A 9- or 10-year-old has a short interest span, both in terms of the length of time he will listen at one time and in the number of weeks or months he wants to work with a certain activity. He has many changing interests. He is not particularly concerned about competition but wants to do things because they are fun and he can learn a skill. He has a need for a feeling of accomplishment. He is confused by too many decisions; prefers adults to make them for him, and gladly accepts instructions.

Yet some of our traditional 4-H projects seem to do just the opposite of what the member needs. First, when a youngster wants to join we confuse him by handing him an enrollment card and ask him to chose one out of a dozen or more projects. Then he must work with that project and keep an interest in it for almost a year. We emphasize the competition of having him strive to make something to exhibit, and perhaps he gets no recognition or sense of accomplishment until the end of the year.

To better meet some of these needs, the 4-H Explorers project was developed and tried in Washington County. It is intended only for first year 9- and 10-year-old members. The objectives are:

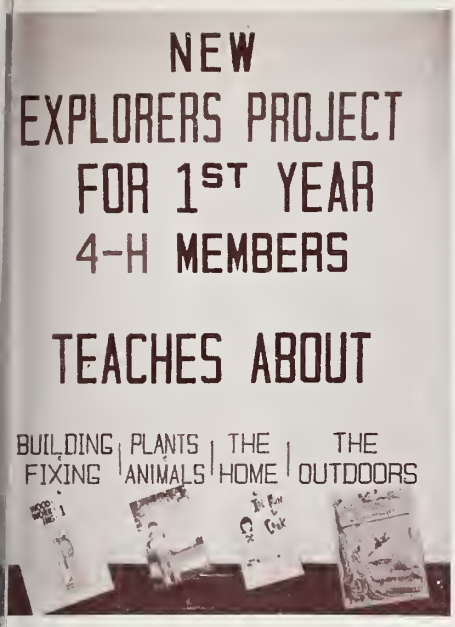
1. To meet the needs of the short interest span.
2. To acquaint beginning members with the various project areas of 4-H.
3. To satisfy the curiosity of young members by giving them an opportunity to explore many areas of interest.
4. To give members good basic knowledge and understanding of many areas.
5. To help beginning members find their interests by doing and making things in many areas.
6. To help them select a 4-H project at the start of their second year in 4-H.
7. To give members a feeling of accomplishment and satisfaction.

James Everts, Assistant State 4-H Leader, initiated and coordinated the development of the project. There are four separate parts or units—1. exploring by building and fixing, 2. exploring plants and animals, 3. exploring around the home, and 4. exploring the out-of-doors.

Specialists were asked to write each unit, keeping in mind the needs of the 9- and 10-year-old, and to develop a unit that would be completed in one to three meetings with work also done by the member at home. Each unit was written by an Extension staff member in the appropriate field.

The building and fixing unit includes use of the hammer and coping saw. Making a jigsaw puzzle proved interesting and doing experiments with magnetism and electricity completed the unit. The unit on plants and animals had experiments on seed germination and plant growth under different conditions. It also included study of the value of animals and their living habits. Exploring around the home included discussions on what members should know and do around the home, and they had a chance to try some baking and simple sewing. The outdoors unit was aimed to give and appreciation of the beauty of nature and basic background on flowers, birds, and insects.

Since the units were completely independent of each other, they could be given in any order. A unit could be completed in one meeting, or if the members were very interested it could be continued for two or three. When



one unit was completed it was set aside, the information on the next unit was given to them and they were in a completely new area of interest.

The project was evaluated throughout the year to determine if it were suited to the age group for which it was intended and to see if the objectives were being met. The members were given a short quiz to find out if they understood the principles that were discussed. Although no tests were made before the start of the project, the response at the end of the year indicated that the members understood what had been taught.

When questioned about the parts they liked or didn't like, there were many varied responses. Girls as well as boys enjoyed working with wood-working tools and magnetism. Boys like the baking part as much as the girls. One boy went home right after the project meeting on baking cookies and within two hours brought back to his leader a sample of cookies he made. He seemed to glow with a feeling of accomplishment and satisfaction.

Parents were questioned about whether the project created an awareness or interest in things the member wasn't aware of before. Answers such as "on our trip she noticed trees more and tried to identify them" and "she notices the shapes of leaves," give an indication that new interests and awareness were created.

Perhaps additional units could be developed to give leaders even more variety and more areas to explore with their beginning members.

The leaders that piloted the project this first year feel that it really meets the needs of the first year 9- and 10-year-old members. Next year they recommend it for all of the beginners of that age. □

Above, studying germination of seeds is a good introduction to the knowledge of plants. Below, a 4-H boy learns to use a coping saw by making a jigsaw puzzle.

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From The Administrator's Desk

On Helping Youth—Just an Idea

We all want to do things for youth. This is a National trait of the American people—perhaps of adult mankind. We want to do things for our youth so that they can live better in a better world.

A recent experience made me think that maybe the best way for us to help our youth is to provide them an opportunity to help us—us, the adults of the family; us, the community; us, the American people.

The experience was a ceremony in the Department of Agriculture in which Miss Luci Johnson was named honorary chairman of a National program of Youth for Natural Beauty. Miss Johnson said she didn't want this to be just an honorary designation, but she wanted to be active in the cause. Representatives of 4-H clubs stepped forward and said "we accept responsibility to work for the beautification of our community." They spoke as responsible young adults.

It seemed to me that the youth of today need a cause —an important, significant purpose on which to dedicate their lives, their energies, their ambitions. Once the cause is identified, they gladly accept responsibility. We the adults may serve youth by helping them to find the cause, and giving them credit and recognition as they succeed. The many causes with which we as American citizens are concerned need the idealism of youth, their lack of inhibitions, their energy, and their pride in accomplishment. The lessons they learn through action, the experience they gain, and their acceptance of responsibility will help to make them adults and build the adult leadership for tomorrow.

The irresponsible acts of some youth make headlines. The responsible acts go unnoticed. We can help youth to help us by freely giving them adult responsibilities and giving notice to their acts of responsibility.

Perhaps we can do the most good for youth by helping youth do the most for us. If this is true, then I would ask what is the significance of this in our 4-H program. The newly established awards for community service and community improvement are among our more significant awards.—*Lloyd H. Davis*